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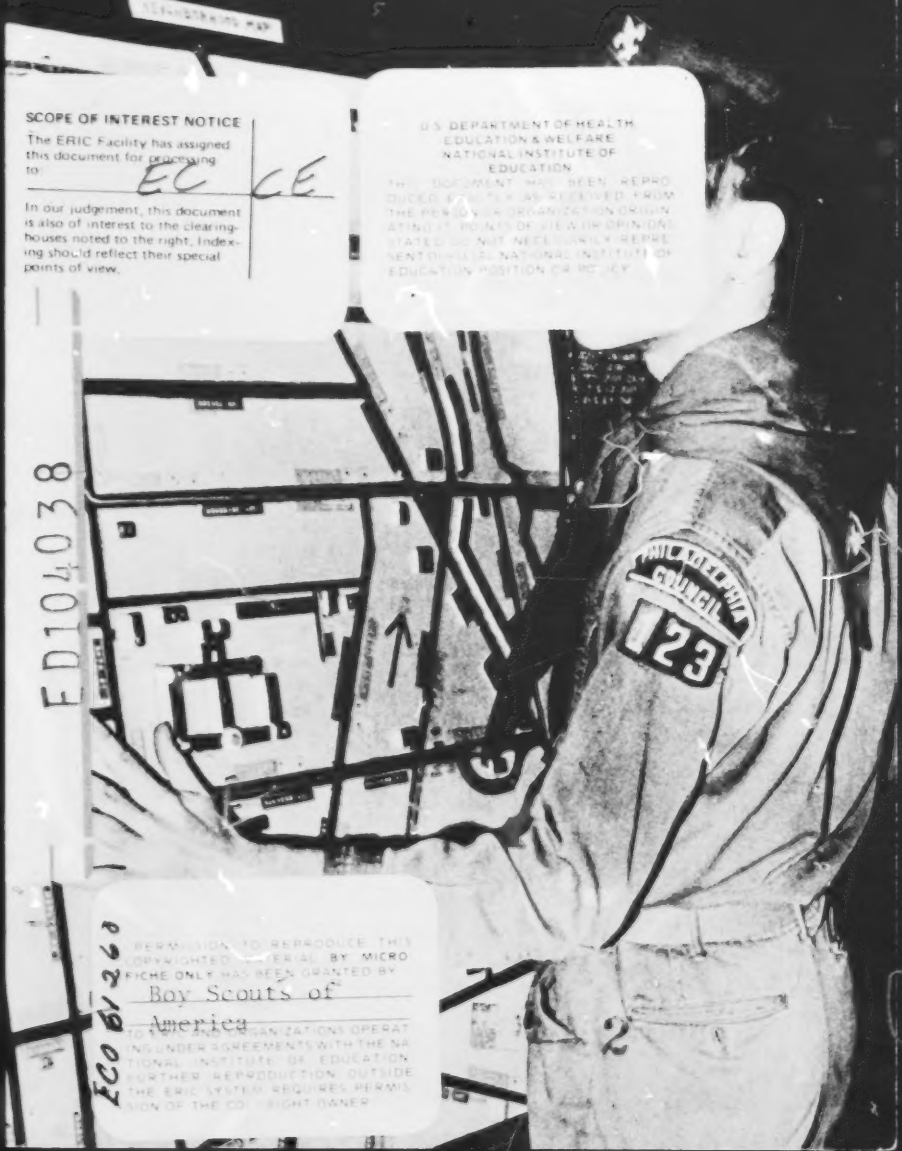
ABSTRACT

Intended for parents of visually handicapped boys, the booklet describes advantages and opportunities of boy scouting for the visually handicapped. It is stressed that boys with visual handicaps are more like other boys than unlike them. Noted are practical ways to compensate for the boy's lack of sight such as Braille versions of the Scout handbooks. Discussed is the question of whether to place the child in a regular unit or in a special unit for the visually handicapped. Detailed are possible modifications for the visually handicapped in the following advancement areas: citizenship, first aid, family living (such as tactual identification of coins), community living, communication (such as awareness of Braille resources), hiking, camping, cooking, conservation, physical fitness, and swimming. It is reported that visually handicapped scouts have joined activities such as mountain climbing and national meetings. Appended are addresses of six sources of equipment and materials. (DB)

Scouting for the Visually Handicapped



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CHANNELS OF
COMMUNICATING:

TASTE
TOUCH
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4

This boy is . . . above all else . . . a boy . . . with hopes and fears and aspirations like all other boys. He's your boy, you know, and he's important because of his physical handicap, not in spite of it. His handicap is a problem to you, a big one, but he'll surprise you as he compensates . . . and struggles . . . and persseveres . . . to overcome it. Will you encourage him? Will you help him over the rough spots? Scouting—the Boy Scouts of America—hopes so. Scouting wants him as a member, believes in him, and considers itself privileged to serve him. Above all else, Scouting welcomes him for being himself . . . a boy . . . your boy.

SCOUTING IS FOR ALL BOYS

INTRODUCTION

There is a tradition in Scouting of extending a helping hand to visually handicapped boys. Many units of normally sighted boys have welcomed a blind boy into their midst. And in most, the blind boy has found fulfillment in the unit fun, activities, and experiences. In other instances, units of visually handicapped boys, especially organized to serve the needs of these boys, have proved successful. The helping hand goes beyond just welcoming a boy who is blind: Basic literature is published for him in Braille, large print, and cassette recordings.

Leaders, too, need a helping hand. This booklet is for boys with handicaps, but it is not directed to them. It is directed to their leaders and potential leaders. All too often, a boy is denied the right of Scouting because his leader is unfamiliar with solutions to the problems stemming from his handicap. This booklet, therefore, is published to help leaders with attitudes and aids to teach the visually handicapped skills correlated with the eighth edition of the *Scout Handbook*. Specific test-by-test suggestions for advancement are coupled with organization and group activity advice.

The object, of course, is to bring in boys—more boys—and to make them better Scouts through more and better training of their leaders, so that no boy will be denied his right because of leadership default.

Much of this information has been furnished by Ross L. Huckins, chairman of the Youth Service Committee of the Association for the Education of the Visually Handicapped, and complete editing was done by A. Robert McMullen, president of Northern California Association of Educators of Visually Handicapped. Mr. Huckins wrote *Springboard to Active Scouting for Boys Who Are Visually Handicapped*. It has served many parents and leaders in recent years. Guidance has been given, also, by Dr. M. Robert Barnett, executive director of the American Foundation for the Blind.

Chapter 1
CHALLENGE THEM

Challenge them to experience the whole of Scouting, and you will be glad you did. Understand, now, that these boys want their Scouting straight out, uncut, and undiluted. They want it, they have proved over many years that they have the capacity for it, and they should get it.

Challenge them to equal or surpass the records of the long line of great Scouts who were blind or partially blind. Challenge them to keep the pace and the high standards of these outstanding Scouts. If you hope to lead these boys, challenge them!

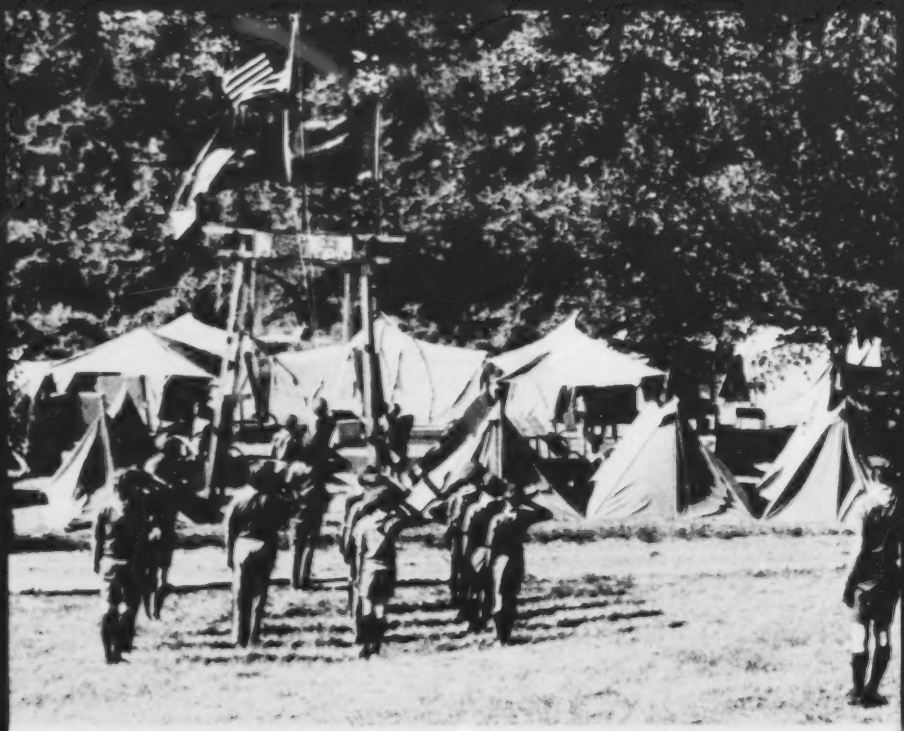
If there were ever anxieties about visually handicapped boys being in Scouting, these anxieties were long ago put to rest. The boys, themselves, did it. Many met exacting requirements such as those for the Cooking merit badge; and one boy in California passed his Eagle with Bronze, Gold, and Silver Palms. He is totally blind and deaf.

And if this one feat sounds unique, consider that Cub Scouts, Explorers, and other Scouts have attained similar heights. Consider what this means: BOYS WITH VISUAL HANDICAPS ARE MORE LIKE OTHER BOYS THAN THEY ARE UNLIKE THEM.

Being Alike Is Important

Being alike is especially important to the Scout-age group; and this is why the Scout policy is firm. The policy is to keep the advancement standards, the awards, and the programs and activities the same for all boys. No boy should be tagged as different because of a different program, set of rules, or advancement test. Scout programs in the eighth edition *Scout Handbook* are flexible, allowing for all boys to be treated as individuals. The important thing is to provide a good experience, typical of one unit as well as another and one boy as well as another.

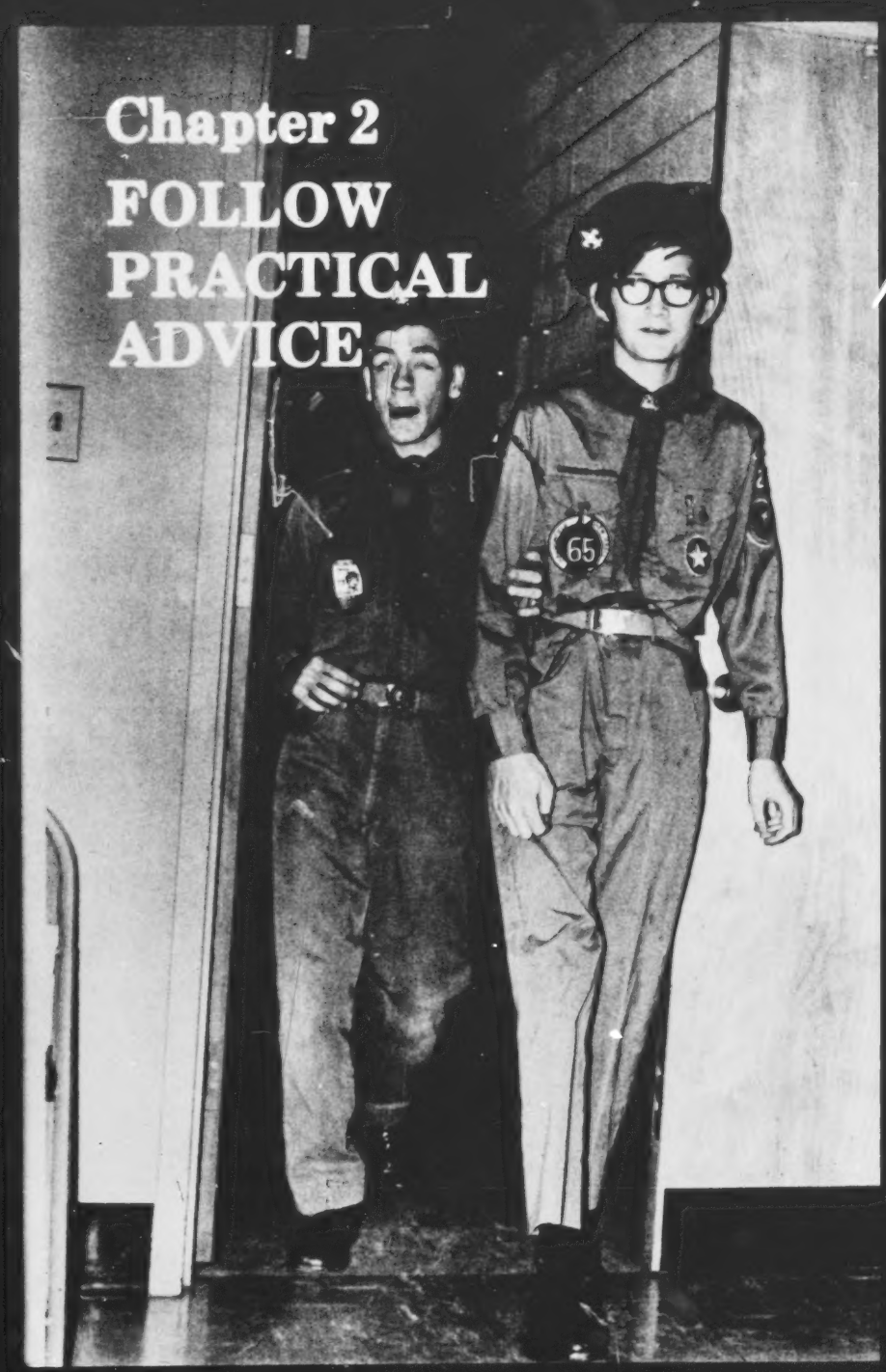
As shown by the California boy, Scouting can challenge a boy's spirit like nothing else. This challenge is present whether the Scout is big or small, fast or slow, blond or dark.



Since visually handicapped boys who have been in Scouting have shown the possibilities, it remains now to bring the program to more of them.

For a starter, they'll need better informed, better qualified leaders—leaders with empathy. This priority is not just theoretical. Experience shows that leaders with empathy have been successful. They have achieved success because they have been able to identify with the blind, proving that it could be done and, more important, that it should be done.

In many Scouting units with visually handicapped boys, adult leaders who have learned the basic program through council training opportunities make the program work for their boys with little or no change in standards or procedures. They give the boys the whole of Scouting. This is empathy at its best.



Chapter 2
FOLLOW PRACTICAL ADVICE

Practical problems do exist. It is one thing to say "Scouting is for all boys", it is quite another to make it work: to recruit, and then to help the boys to advance and participate in unit activities. There are some big questions. How is it done? What modifications of teaching a skill are necessary? How can a place be found for the visually handicapped boy? Will he be just a window dressing to the unit? Will his placement in the unit be productive for both him and the unit?

Successful leaders have a simple answer to all such questions: They say the handicap can be overcome, like any obstacle, with diligence.

Recognize the Common Bonds of Boys

A boy with a visual handicap is a boy with an individual difference, nothing more. His leader's attitude affects his attitude.

There are always differences, severe or otherwise: One boy is too fat, another too skinny; one boy has bad teeth, another bad feet. All take attention to a greater or lesser degree. Some disabilities may require more attention in some ways, but Scouters provide it gladly. They understand each boy, each problem, and each extra service they must offer—and when.

Each boy can share in the common bonds of all boys by contributing and learning. Wise leaders will recognize this fact.

Discard Old Notions

It is important to discard old notions. Preconceived ideas get in the way of important—and otherwise obvious—truths. The old notion that blind boys are helpless is false. Moreover, they are interested in Scouting for the same reasons as any other boy—fun and enjoyment.

Another mistaken notion is that a boy's handicap is more extensive than it is. One might tend to attribute poor coordination and balance to blindness rather than the lack

of physical experience necessary to attain control. It must be taken as fact, too, that a blind boy's knowledge of objects is limited. He might not have felt it or listened to it or smelled it or, perhaps, tasted it. In physical capability, finger dexterity, and coordination, the blind boy's handicap is a limitation; but it is not necessarily a prohibitive handicap. There are compensations. Many are found simply by using common sense.

Commonsense Compensations

This is highly subjective, depending upon the leader. Blind boys see neither smiles nor frowns (a "smiling" face may have a "frowning" voice). And his lack of interest in Scouting may be because he does not have the notions of fun, mysticism, adventure, and accomplishment that other boys derive from the program. A sighted boy may gain these things from color pictures, posters, or displays. A sighted boy may see an Order of the Arrow performance and associate it with the television shows he has seen and the many, many movies and books on pioneer culture. Contrast these sights with the mere sounds.

A sighted boy's book view of Scouting through *Boys' Life* and the *Scout Handbook* is one of smiling, happy Scouts, usually running and playing enthusiastically as they carry out their training work. It tallies with the real Scouts he sees. Boys who are blind do not get this cumulative effect. Its spirit, feeling, may have to be stimulated. There are, however, techniques for such a communication. Among them are storytelling and tactual helps that include the leader's patient explanations. These can make a big difference.

Some leaders have had great success with frequent recognitions such as ceremonies and awards for the completion of each part instead of at the completion of the skill award. This keeps the boy's attention, encourages him to move along, and proves to him that he can participate in the work. Just as often, though, a boy who is blind may be encouraged by a pat on the shoulder and the leader's

steady reassurance. Frequent recognitions are especially helpful in dealing with multiple handicapped boys who may have short spans of attention. Leaders may gain other useful techniques from the suggestions found in chapter 5.

Importance of the Scout and Cub Scout Handbooks

This booklet is not a substitute for the basic handbooks but should be used as a companion booklet. Methods presented here may be of help to Scouters who are concerned with meaningful guidelines for the Scout who is blind. However, the text of the official books must be carefully studied and followed.

Training Aids for the Visually Handicapped

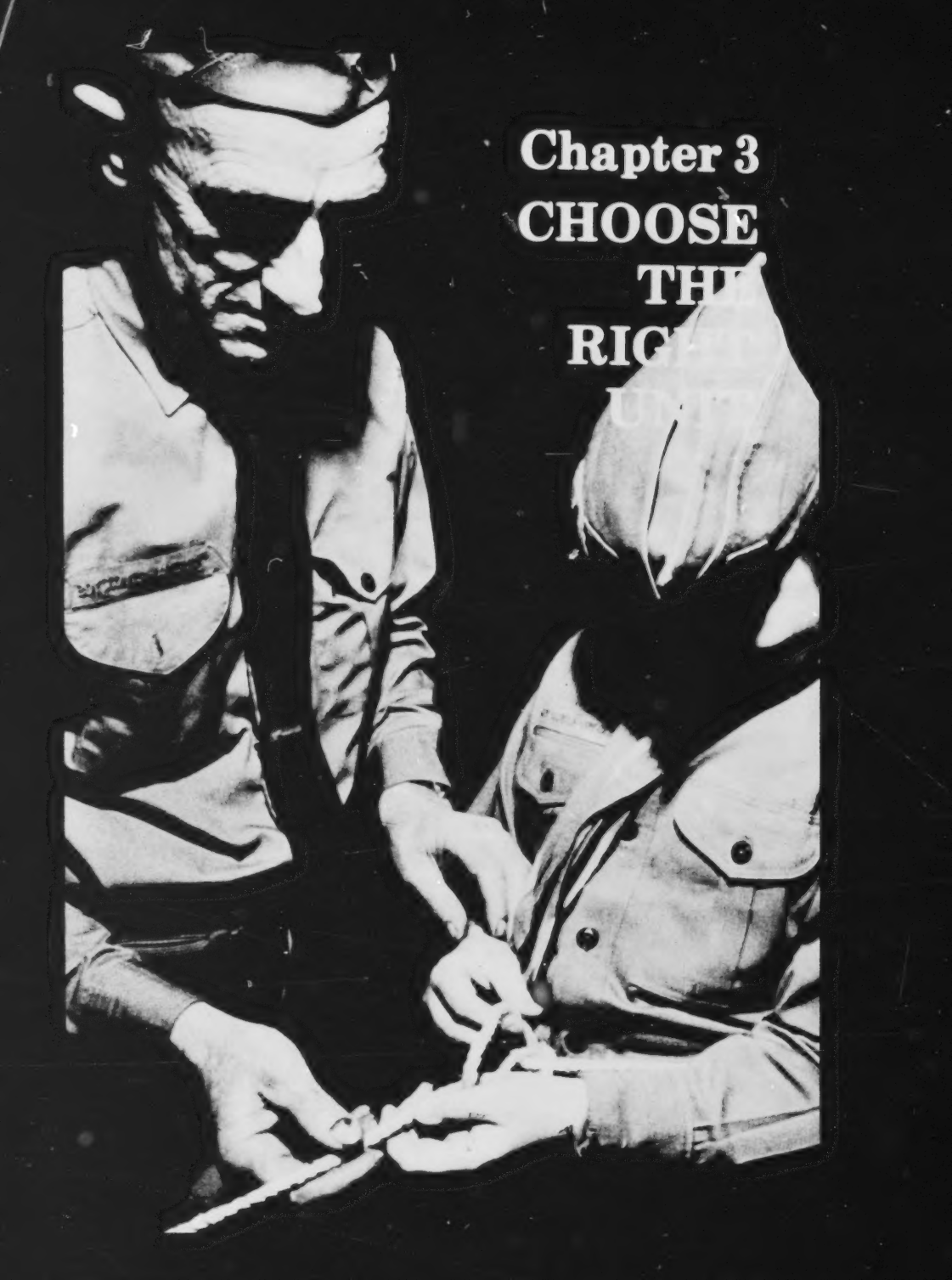
Resources of the Library of Congress and its regional libraries across the Nation provide basic manuals for Scouts of all ages along with such things as *Boys' Life* and many of the merit badge pamphlets. These are handled on a loan basis for both Braille editions and cassette versions. They can be purchased from the American Printing House for the Blind. For the addresses of these organizations and for information on other training helps, such as compasses that work by sound, see "Appendix."

Intelligent Discipline and Safety

Safety rules must be stressed with all children. Boys who are blind are not exceptions. Every boy must understand the why of safety rules. And leaders must communicate the reasons in order to gain full cooperation.

Self-imposed discipline is the ideal. It is based on the boy's attitude. Helping him to acquire right attitudes must be the prime objective of the leader.

A scare approach is psychologically unsound and should be avoided. However, dispensing with the fear technique need not preclude an objective consideration of accident results. To understand the need for safety, a boy must recognize that the victim suffers. He must understand, as well, the anguish to others caused by accidents from carelessness and ignorance. Realizing that every person is responsible for his own safety, a Scout is more likely to learn to be careful. That is the basis for intelligent discipline.



Chapter 3
CHOOSE
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Once there was a confused and disappointed Scoutmaster. He could not understand why the father of a Scout who was blind wanted to transfer his son to a new unit which had been specially organized to serve the visually handicapped.

"Why?" he asked. "Hank is doing great! He seems happy and enjoys the troop; in another month he'll make First Class. He's the most popular member of our troop—the kids love him!"

"That's part of the problem," replied the dad. "The other Scouts do too much for him. Henry must learn how to do more for himself and be on his own."

This situation may happen infrequently. But the problem it represents is a common one. It happens all too often with boys who are blind in troops with normally sighted

Scouts, and in segregated troops with overprotective Scouters.

Should a boy who is blind belong to a unit with normally sighted Scouts? Or would he be better helped as a member of a special unit, organized particularly to serve Scouts with visual handicaps?

If a handicapped boy is a member of a regular unit, the members of that unit must be understanding of the Scout's potential. But they need to realize that they must not help too much; they must not do for the boy things he can learn to do for himself. Sighted people have a tendency to do things for the blind. The Scout who is blind needs no such condescension. He needs opportunities to do for himself and others. This is true in both group and individual activities. Skills, for instance, must be taught by **doing** rather than just explaining. All too often, Scouts who are visually handicapped are denied firsthand experience and, with it, the feel of accomplishment. Be forewarned: This can turn him into a passive Scout.

Leadership Demands in Mixed Units

While leaders must be enthusiastic about helping handicapped youngsters, they must, at the same time, fully appreciate the special demands that will be made on their patience, understanding, and skill.

One or two boys who are blind in a unit of sighted Scouts does not necessarily become the cause for an increase in the number of adult leaders, providing the total number of boys in the unit is reasonable. A mixed unit provides the visually handicapped boy an opportunity for healthy association in a normal environment.

A leader with some idea—from experience or training—of the potentialities of boys who are blind is desirable. Of greater importance is the need for the leader to understand the background, nature, and extent of **each** boy's blindness. He should, moreover, learn the boy's personality. The legal definition of blindness is 20/200 vision or less

in the better eye with glasses. Under this definition, a blind Scout may have impaired, but useful, vision. It is often difficult to explain exactly what a boy can see, even for the boy himself. He may say he sees an object, but what he sees may be quite different from the details others perceive when they look at the object. Ask the visually impaired Scout to describe what he sees. Do not ask "how much" he sees. An individual's visual acuity may vary a good deal under different lighting and social conditions.

The blind youngster first coming into Scouting will require more individual supervision than he will require later. One or two such beginning Scouts are all that an individual leader should undertake at a time. With the more advanced Scouts, however, one person can handle four to six totally blind boys. This includes practice in such skills as fire building, provided the Scouts show reasonable ability and ordinary safety rules are observed.

There can be a problem with too many adult leaders, just as there are problems with too few. It is particularly important in a troop well supplied with leaders that they instruct and not take over things the boy can do for himself. A Scouter is often helped by observing blind children in instructional situations where they are performing skills that are similar to those asked in Scouting requirements. Then doubts about the ability of a blind Scout to acquire these skills will be erased.

Sighted members of the unit must be helped to understand their responsibility to be friendly, kind, and helpful—not overly protective. The usual experience is that normal members of a group are so eager to help that limits of their assistance must be set.

Special Units

Some leaders who have had experience with the visually handicapped believe that a better program can be carried out in a unit formed especially for them. This is especially

practical for boys at a residential school for the blind. Because they are members of their own special unit, though, need not mean that they should miss out on helpful contacts with sighted boys.

The honest attitudes of the Scout leaders of the troop toward the potentials of visually handicapped Scouts may not be the same as their voiced statements. The real attitudes of the Scout leaders toward blindness and visual impairment are far more important than whether the Scout is in a residential school troop, a troop of Scouts with various handicaps, or the only Scout with a visual handicap in a regular Scout troop. An honest opportunity to master the Scout skills himself is what every Scout needs. Scouts who are attending public school programs for exceptional children often travel quite a distance from their home neighborhood to their school. Serious consideration should be given to their placement in troops in the home neighborhood, as this will broaden the possibilities for friendships near their homes. While brotherhood is promoted on an international scale in world jamborees, it is also an element that should be present in the hometown when Scouts participate in summer camps, district and council activities, and interunit visits.

Older Boys Help

More closely, such warm contact happens when older Scouts from other troops or Explorers are invited to help in the training of Scouts who are visually handicapped.

Starting a New Unit

All Scout units must be sponsored by an interest group or institution. It might be a public institution such as a school, hospital, or residential facility where officials, staff, or auxiliary organizations will assume sponsorship responsibility. A parent-teacher association or a group of parents, united by their mutual need and interest, can effectively sponsor Scouting for their own children.

A new unit can be started by contacting the nearest Scout executive. A telephone directory or local inquiry will usually lead to immediate contact with a Scout office. The executive will arrange the contact with a volunteer group known in Scouting as the organization and extension committee. This group's responsibility is to guide the organization procedure.

The mechanics of the process are easy and orderly. The organizers know their job and will do it well. Depending on the type of unit organized, there are but few variations in the steps establishing a Cub Scout pack, Scout troop, or Explorer unit. The essential features of organizing any unit are:

- A formal commitment for sponsorship.
- Selection and recruitment of key adult personnel, including leaders.
- Training of adult leaders or orientation of parents, if parents are available.
- Planning the program and starting the meetings.
- Application for and presentation of a national charter to the sponsoring group and its unit.

Continuing help may be expected through visits and counsel from the unit commissioner, a helper of units. Program guidance and additional training opportunities for leaders are provided by Scout councils.

Age requirements for membership in the Cub Scout, Scout, and Explorer programs must be maintained as specified in the *Charter and Bylaws of the Boy Scouts of America*. The only variation authorized is for the upper age limit in the case of mentally handicapped boys.

Progress awards are of less consequence with handicapped Scouts. The boy and his needs come first. A handicapped boy may take longer to pass certain requirements, but recognitions may be given along the way.

Chapter 4
ACTIVITIES

Cub Scout, Scout, and Sea Explorer programs have individual projects leading to promotion. The Explorer program has six nonadvancement activity areas. Individual Explorers may elect to continue their Scouting advancement as provided for in the program. The greatest need here is for advancement helps in the Scout program, as described further.

The Cub Scout Program

The achievement program of the Cub Scouts is flexible. Its tests are explicit but are based on the boy doing his best. Pack leaders and parents should interpret them so that they are meaningful, yet given with the understanding that a boy will do his best. Authorized flexibility—long a part of this program—permits substitution of requirements where a handicap becomes an obstacle.

In the Cub Scout Fitness achievement, for example, the *Bear Cub Scout Book* states: "If a licensed physician certifies that the Cub Scout's physical condition for an indeterminable time won't permit him to do these requirements, the Cubmaster and pack committee may authorize substitution of any three arrow point electives." Comparable substitutions are allowable in other achievements.

Thus, it has been generally found that the Cub Scout program is adaptable to visually handicapped Scouts without special instruction on each achievement.

The Webelos Scout Program

The Webelos program for 10-year-old boys is the bridge to the Scout program. Using the *Webelos Scout Book*, containing simplified descriptions of aspects of Scouting, and having a Webelos den leader (a man), a slightly different uniform, and interest encouraged in activity badge areas—all this is an ideal made-to-order opportunity to gently and gradually introduce the boy to the Scout program.

The Scout Program

The situation in this program is different. Here, explicit guidelines are needed. The eighth edition of the *Scout Handbook* offers many options in the choice of skills and merit badges, so there is no need for substitutions or exceptions to be made for the Scout who is blind. There are special tools and aids and techniques of teaching that will facilitate the learning and mastery of the skills by the Scout who is blind. Knowing that many Scouts who are blind have met and are meeting the practical skills of knife and ax, fire building, cooking, first aid, compass, etc., helps to encourage the adult Scouter and the troop leadership to help any visually handicapped youth to try. A boy becomes a Scout and receives his membership certificate when he satisfies the Scoutmaster that he—

1. Understands and intends to live by the Scout Oath or Promise, the Scout Law, the Scout motto, and the Scout slogan. The visually handicapped boy could use a Braille edition of the *Scout Handbook*. If he has partial vision, the large-print version may suffice. Recorded cassette editions are also available. See "Appendix" for further helps.

2. Knows the Scout salute, sign, and handclasp and when to use them. Since they cannot see others, visually handicapped boys will require frequent corrections. They can do it, however, and there is no excuse for continued sloppiness.

3. Understands the significance of the Scout badge. A large cardboard or wooden model of the badge will help tactual inspection by the boy. It will teach him what the badge he will be receiving is like. A relief model of the badge may be purchased through the local council.

   Teach him to wear his uniform correctly: shirt buttoned, waist folded back on each side and tucked neatly in the pants, the pants held high on the waist by a belt, buckle centered, zipper closed, and shoelaces tied.

A visually handicapped boy may enjoy examining the embroidered numbers and letters on his uniform. Teach him to fold his neckerchief neatly. He may make a slide or learn to press his neckerchief, Scout shirt, and pants. He should be given opportunities to wear his uniform with pride. He should learn to ask a sighted person to check his uniform for cleanliness and spots.

4. Understands and agrees to follow the Outdoor Code. The portion of the code dealing with firesafety should be emphasized to the blind Scout. He should be impressed with the need to personally clear a spot 10 feet in diameter of sticks, dry leaves, and twigs before building a fire. He should understand that this will lessen the danger of the fire "getting away" from him. While these precautions are important to all Scouts, they are particularly essential for the blind Scout. Safety is a part of this requirement, and no explanation of the boy's limitations need be introduced into the subject. The instruction itself does that.

Trial and Error

There is no one way to teach the blind. There are many ways. If the first approach fails, the boy may think of another way that will get it across. He may ask another blind Scout to show him how he performs the skill.

Whatever sight the boy may have should be used, employing, meanwhile, the sense of touch. The boy should become familiar with a procedure by placing his hands on those of the leader as he performs the operation. Then the boy should go through the operation with the leader's hands guiding his. These tactual methods also prove helpful in teaching sighted boys.

The visually handicapped boy's schoolteacher may be able to offer guidance on how he accomplished things in school and on the playground.

Do not be disturbed by the use of the words "look," "see," "saw," etc., as they mean "to observe." The Scout

who is blind can observe ("see") odors, sounds, tactile feeling, and taste.

The blind Scout may have sat near many campfires and barbecues and may be able to converse well about them, but he will need some practice before he can acquire the skills of fire building, cooking, or pitching tents. Demonstration—with his hands on the leader's and then the leader's hands on his—is important. Following such an introduction to the mechanics, the boy should perform the skill several times until he gains a degree of competence. Then he is prepared to pass his test in the skill. The Scout should pass such tests by demonstrating his skill to someone other than the person who taught him.

Group Activities

Scouting's group activities, whether in the Cub Scout, Scout, or Explorer programs, present less difficulty and require less in the way of guidance than the Scout advancement program. There are, however, some activities, games, or ceremonies that the blind Scout cannot participate in without special instruction. If the games call for a blindfold, use it on the blind Scout, too. Sometimes, play the games on a very dark night or in a dark basement with the window covered. The suggestions in *Scouting Magazine Program Helps* can generally be used without difficulty.

The blind person is capable of learning to do more than sighted people expect. The misconception of sighted persons can limit the visually handicapped more than their blindness does. If a blind Scout would like to do something, let him try it even though you figure it is impossible.

Active in Troop and Patrol

The visually handicapped Scout must have a responsibility to the boys of his patrol. He should understand his

role: He is not a guest; he is part of the brotherhood. He has the obligations as well as privileges that go with it. The blind Scout, as any other Scout, should be given opportunities for leadership and for learning the satisfactions of leading well. Like all other leaders, he should wear the proper badges of office.

Visually handicapped adults are potential Scout leaders for boys with the same handicap. They can do a great job.

Across the Nation, visually impaired Scouts amaze others. At camporees they compete on equal terms with sighted boys. They attend the council long-term camp and participate in all activities, including one troop's idea of a special adventure—a white-water raft camping trip down a California river.

We know a totally blind den mother who served—not one, but—three Cub Scout dens whose members were all visually handicapped. Much sought after as a handicraft instructor for other den mothers, she helps young members of her den exhibit their technique on various craft projects during the Cub Scout leaders' pow wow. She had proved her overall capability in leadership by her special guidance with handicrafts.

Just the fact that a person is a blind adult does not necessarily make that person an expert on what a blind Scout can do. Their experiences may have been restricted and fear-filled. Success or competence in one area, does not necessarily indicate practical experiences in other areas. A sighted Scouter, experienced with the blind, may also have his "blind spots" regarding the capabilities of blind Scouts.

Chapter 5
ADVANCEMENT

Receiving a skill award, merit badge, or progress award gives a deep sense of satisfaction when a boy knows he has earned the honor. Receiving an award when a boy knows he has done less than what is required is degrading and leaves him with a sense of failure and disgrace. Encouraging the Scout to enjoy doing more than the minimum requirements builds a stronger self-image making him better able to cope with the teaching of others and with life.

This text will not comment on every step of every skill and merit badge, because the utilization of techniques and tools and aids are similar for many of them. Your attitude and willingness to try and let the Scout try are the keys to happy learning experiences for both. There is no "one way" to do any of these. The following are some of the ways Scouts who are blind have developed competence in Scouting skills and merit badge areas. If your Scout chooses one not commented on, just relate techniques or aids listed here to the one chosen. Do not limit the Scout who is blind. Even when it seems impossible, let him work out a plan and try it.

The Scouting program with personal experience in decisionmaking, helping fellow Scouts, leadership, mastery of skills, etc., is very important for any youth and extremely important in helping youths with impairments develop their potential values and contributions within our society. There is a tendency for sighted people to do things for the blind. A visually handicapped Scout should have opportunities to **give to others**, especially in giving needed service. Help the Scout who is blind find projects he can do that will help others, such as teaching other boys the skill he has learned, helping to clean up a vacant lot, helping wash cars, assisting in conservation projects, getting out the vote, or being on a first aid or safety demonstration team.

The following means of teaching skills are generally successful. The leader should bear in mind that his own improvisation from experience might better suit his Scout's needs for clarity of emphasis.

Citizenship Skill Award

The unit may wish to purchase a textured United States flag. This is especially true when a troop has several boys with visual handicaps. Sometimes textured flags may be borrowed from a residential school for the blind or from a public schoolteacher of the blind. Learning to fold a small textured flag before using the larger flags may help. Experiencing and observing the various positions and ways of displaying the flag that are illustrated in the ink print edition of the *Scout Handbook* are helpful. One of the Scouts may want to make a model of a flag. He could use the same materials suggested for mapmaking on page 33. Flags with parts that have been sewn together are suitable for tactual observation. A visit to a museum may add to an historical understanding of the flag. Diagrams of United States flags important in history will be found in the eighth edition of the *Scout Handbook* in Braille and in the cassette recorded version. In pledging allegiance to the flag, the Scout who is blind will have to be told the direction he must face by the buddy next to him. The other requirements of this skill award should present no special problems for the blind Scout.

First Aid Skill Award

Visually handicapped Scouts should become experts in dialing telephones. They should be given experience in giving accurate, specific directions. It is especially essential for Scouts who are blind to **demonstrate** first aid. They must be taught to show minor wounds to sighted persons for their visual description. The average blind person has less accidents than the average sighted person, but when they happen or when he is at the scene of an accident to others, he must know what to do. Blind Scouts need experience in doing each first aid treatment. In practice, use strips of tape and makeup wax to simulate wounds. They may be put on the "victim's" limbs or some other part of the body.

Be strict in teaching first aid correctly and thoroughly. Your blind Scout may be the only one present in an emergency who can give or direct lifesaving first aid. Repeated practice and practical experiences are necessary to develop competence. Teaching another Scout a skill is an excellent experience for any boy, especially the Scout who is blind, for this helps the Scout who is teaching to understand the skill better. Drill all your Scouts on first aid problems, so they can treat for serious bleeding quickly, do rescue breathing, apply sanitary, neat bandages, etc. Be sure each Scout gets experience giving first aid and that the blind Scout is not **always** the patient.

A blind Scout should learn to describe poisonous plants of his region accurately and should compare them with similar nonpoisonous varieties. Such information is useful to him, should he need to describe them to an uninformed sighted person.

Family Living Skill Award

If tactual identification of coins has not been learned, now is the time. Paper money should be folded by denomination. It **cannot** be identified tactually. For example, dollar bills flat in billfold, fives folded once, tens twice, twen-

ties folded three times. The blind Scout should be personally responsible and handle his own money.

If not already doing so, the Scout who is blind should learn to make his own bed, take care of hanging up his own clothes, keep his things in order, and help with other household duties **regularly**, as other boys do.

Many table games are available in Braille (see "Appendix"), such as cards, dominoes, Scrabble, etc. Wrestling, roller-skating, and bowling are among the popular participation sports. For family cookouts and hiking, refer to the Cooking and Hiking skill awards.

Community Living Skill Award

Check with the mobility instructor of the blind in your area and the Scout's special teacher to pick up some cues on encouraging the Scout to travel around his neighborhood and to work for more normal independent mobility in the regular Scout meetings and activities. The Scout should know his local bus schedules and how to call for information about buses to other areas.

Communication Skill Award

Written parts can be done in Braille, regular typewriting, tape or cassette recording. Some may prefer handwriting or large printing. Check with the Scout's schoolteacher as to how he functions best in the school classes.

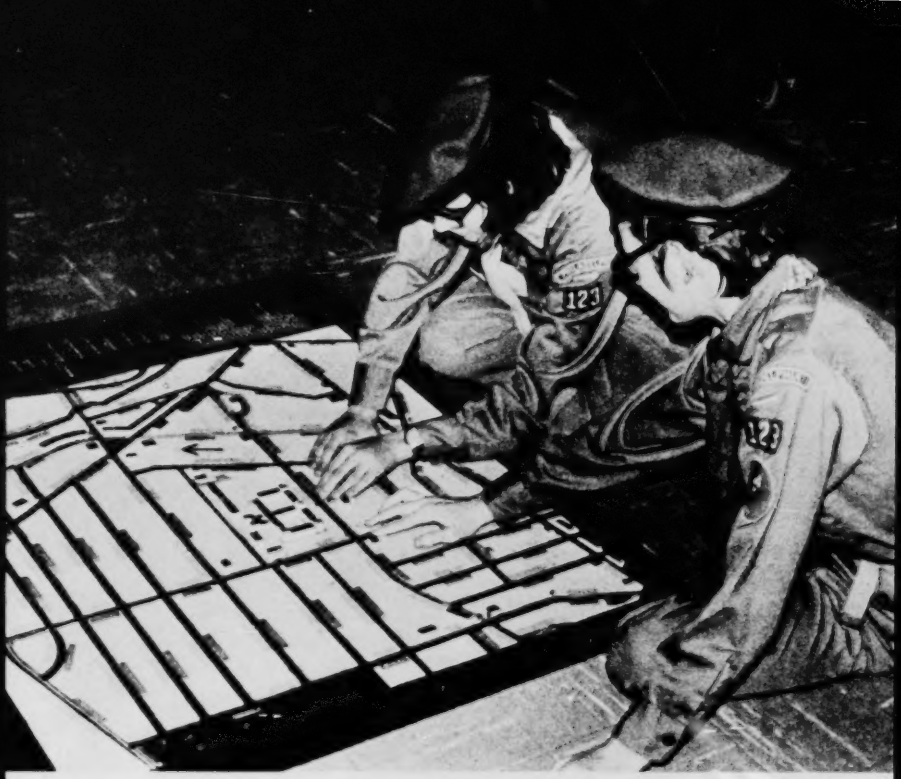
Awareness of the news, available through radio, TV, recorded magazines, Braille magazines, etc., should be developed. The radio or audio portion of TV may be his major source of news. He may subscribe to *Newsweek* or other magazines in recorded form. The Scout who is blind should learn to dial the phone correctly using the information service and the operator when necessary. Keeping his own list of phone numbers is an important habit to develop. One convenient way is a file of 3- by 5-inch cards. Phone numbers of his patrol members, Scout leaders, school, doctor, police, and fire are a few phone numbers

every Scout should keep in a form he can read independently, whether it is Braille or large print. Braille, written on certain types of plastic, such as thermoform paper, holds up well in a billfold.

Hiking Skill Award

Hiking is an excellent activity for the visually handicapped boy. When hiking, the visually handicapped Scout should be made to feel confident. He must learn he does not require special safeguards and that all boys take safety precautions. A sighted person, however, should guard him against poisonous plants and other hazards. At this point, a good leader may wish to describe some of the fun things of a hike, remembering that his visually handicapped Scout does not see the hiking illustrations of the *Scout Handbook*, promotional posters, and TV announcements. The planning and anticipation of a hike can sometimes be as much fun as the hike itself.

Opportunities to handle objects along the trail can add greatly to his enjoyment, and he can learn trail markings and such things as leaf and plant formation. He can use his senses of smell and hearing to great advantage, becoming more aware of wildlife and smells of certain trees, berries, and flowers. When relying on another boy for orientation, the blind Scout should grasp his sighted friend's arm just above the elbow. The natural movements of the guide's body will clue the blind Scout to changes in the terrain. A stick 3 to 4 feet long is sometimes helpful for the Scout to explore the path ahead. When the ground is very rough or the path narrow, the same stick can be held by the blind Scout and the boy ahead. A short piece of rope or sleeves of a jacket can also be used to keep contact. For very steep climbing, the blind Scout may wish to place his hands on the hips of the guide; descending, putting hands on the shoulders. Independence in travel should be stressed by helping the Scout to be aware of variations in the slope of the land and in odors and sounds. These can serve as landmarks to the blind. In town, stores and busi-



ness places have distinctive odors and variations in sound. Large mailboxes, shrubbery, the slope of the curb, driveways, corner posts, changes from blacktop to concrete, brick, gravel, dirt, and grass are all helpful landmarks. Use the sun's warmth, wind direction, business sounds—such as construction, factories, freeways, and flight patterns—as well as sounds and smells of nature in developing a sense of direction.

A simple model of a compass can be made by fastening a cardboard "needle" so that it pivots on the bottom of an inverted paper plate. The eight points may be notched or stapled. This can help teach the relationship of each of the eight points of the compass to the others. After he reviews the *Scout Handbook* section on the compass, have the Scout face north with his paper-plate compass and show you what he knows. Directions can be more meaningful if

the Scout steps off three paces toward each point as you call it off. The Scout should then learn to turn and face each of the eight points without having to refer to his paper-plate compass. Crossed sticks or heel marks on the ground can also be used to teach the relationship of the eight directions of the compass. Tell him the directions to familiar streets, stores, or rooms. Explain the directions in which familiar streets or bus routes run. Ask him questions such as "What direction do you go to get to the nearest drugstore from here?" Awareness of changes of directions as you are hiking helps greatly in developing independent mobility later.

After the blind Scout understands the points of the compass, he is ready for the Braille compass. The Scout may use the directional compasses that can be "read" tactually and/or the electronic compass that can be "read" audibly. These compasses can be purchased from the American Foundation for the Blind, or it may be possible to borrow one from the Scout's special teacher of the visually handicapped. The electronic compass is a delicate instrument, and the Scout must learn to handle it with care; but it is accurate and useful. Practice in finding directions and in using the compass can be worked into patrol games and is helpful in developing personal responsibility and confidence as well as skill. These games should not be based on speed, as accurate use of these compasses takes more care and time than is required with an ordinary compass.

After the blind Scout has properly measured his step as described in the *Scout Handbook*, he can with practice and experience use the Braille compass to follow a prescribed compass course as set forth in the Hiking skill requirements.

The blind Scout should learn printed map symbols and legends so that he can direct an uninformed person to find a given location on a printed map. He should become familiar with many maps. His school will have tactual globes, puzzle continents, and Braille maps. Relief maps of parks and highways may be borrowed from the Forestry or Highway Departments. Tactual models of the printed

map symbols can be made from clay, aluminum foil, pipe cleaners, and wire or string that has been glued to a piece of paper, cardboard, or wood. Writing with a ball-point pen on cellophane laid on a smooth rubber pad will produce lines which a boy can observe tactually (these are the mapmaking materials referred to under flag models).

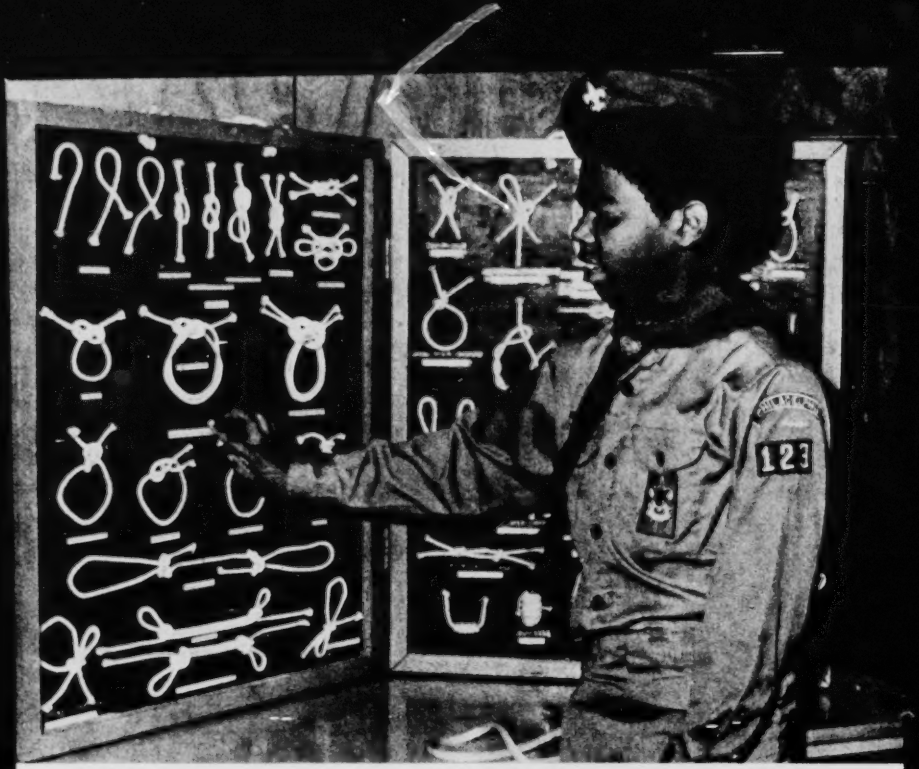
Using these methods and materials, the blind Scout should be able to make a map he can read and follow of territory familiar to him. Braille letters or other symbols should be glued or stapled on so he can orient his map with the compass and then read and explain it.

Camping Skill Award

One of the main appeals of Scouting is its outdoor opportunities. They give a boy a chance to do things for himself—pitching his own tent and cooking meals over his own campfire. The blind Scout needs several such experiences to develop confidence. Teaching the blind boy camping skills takes longer than doing them for him; but one is of value, and the other is not. Individual instructions given prior to camping will enable the boy to put together the skills he needs for a happy camping experience.

The blind Scout should make his camp plans in Braille. He may submit a typed copy. The Scout should ask for help when he needs it. If he has had firsthand experience with the individual skills, his need for assistance will be minimal. Some blind Scouts may need more help, but remember that sighted Scouts also need guidance and assistance.

The visually handicapped Scout can prepare himself in a schoolyard, nearby park, or his own backyard. First he should tactually assist another Scout with all of the steps of pitching a tent. Then he should find a level spot suitable to pitch a tent, smooth the ground, check the wind direction, and pitch his tent in practice sessions until he becomes competent. After a few experiences he should teach another Scout how to do it, tactually observing the progress of the Scout. He should practice rolling up his



sleeping bag (first indoors, then outdoors) where sticks and dirt must be brushed off. Previous experiences at home in making his bed will be helpful in learning the manipulation necessary to spread the ground cloth, get in and out of the sleeping bag, fold the tent, etc. If these skills are not adequately taught beforehand, details will be easily forgotten in the excitement of being with a group outdoors.

To keep a rope from unraveling, a Scout should learn the whipping method shown in the *Scout Handbook*. A good system for teaching this method is to demonstrate it by using large-scale simulated materials. Details can be better inspected tactually in such an enlargement. Use about 6 feet of No. 5 sash cord in place of the whipping twine. As a large-scale substitute for the rope, use a 2-foot length of well-rounded tree branch, cordwood, baseball bat, or rolled-up newspaper held round and secured with tape. The

diameter of this object should be about 3 or 4 inches. Using these materials, demonstrate with the boy's hands placed on yours. Then have him try it. Say something like this:

> "Bring the two ends of the cord together and have them overlap each other about the length of your thumb. This will make a circle of the whipped cord. Place the two strands alongside each other close to the end of the object to be whipped. Grasp the outside strand of the loop near the end of the rope with the right hand and start wrapping the cord around the object. After each couple of wraps the cord should be pulled tightly. Every wrap should lie close and tight to the previous turn. The width of the whipping should be as great as the diameter of the object. When the whipping is wide enough, hold the last turn in place with the thumb of the left hand. Then grasp the end of the cord that comes from under the right side and pull it—tightly. This will take up all the slack from the loop. Pull the other end to further tighten the wraps."

Advise him that in actual whipping he would trim off both exposed ends to complete the job. After making a few whippings on the oversized materials without help, the Scout should change to regular rope and whipping cord.

Visually handicapped boys vary in their capability to use their fingers just as sighted boys. However, poor facility may have come, in part, from the lack of normal experience. A fast improvement can be expected when experience is gained—up to the boy's natural capability, of course. Blind Scouts may learn to tie knots by tactually observing another person slowly tying a knot. Usually, a blind Scout learns to tie knots faster by holding the ropes himself. He can then receive guidance on each move. If, after much trial, the Scout fails to understand the knot, two pieces of different textures may be used. This will help him follow the course of each piece through the knot. The troop meetings should provide opportunities for the repeated use of common knots. Much repetition will ensure that the skill will be remembered.

Cooking Skill Award

With adequate instruction and much experience, a blind boy can use the knife and hand ax efficiently and safely. If he says he already knows how to do something, just say, "Fine. I'll watch while you do it."

Remember that blind children may not have been allowed to use these tools before and would, therefore, be lacking in the familiarity of seeing or knowing about them. It may take several different experiences in actual camping situations before the boy can safely control and use these tools without close supervision.

There is no substitute for practice—and plenty of it—in sharpening and using a knife and ax. Teach the Scout to stroke the blade on a sharpening stone. Splitting is the first ax skill a blind boy should learn. He should use the contact method described in the *Scout Handbook* in which the ax and the piece of wood are in contact and brought down together against the chopping block.

Insist that the visually handicapped Scout study the handbook, and stress the safety rules. In teaching a Scout who is blind how to use the ax, have him put his hands on yours, kneeling correctly, observing what you do. Then he should hold the wood and the ax with your hands on his. Help him to understand the importance of a tight grip. Care must be taken to help the blind Scout get the feel of the hand ax.

Remind the boy that not only wood but people can get cut. Demonstrate in very slow motion the dangerous ways an ax or wood can go if he is not careful. Make sure he rests when he is tired, because this is when an ax is difficult to control.

When he seems to have gotten the idea and is making firewood okay, still keep him within view whenever he uses the ax. Another person may come up to him or he may not check for nearby branches, or he may momentarily forget other safety rules. If a cut (or a burn) happens, it does not hurt the visually handicapped Scout any more or less than any other Scout.

After learning how to split wood, the boy should learn how to chop a stick of wood in two. He should use the same contact method. Use special care to hold the ax with a slant against the stick rather than vertical to the grain. The beginner should not swing the ax for chopping or splitting until he has acquired good control with the contact method (which is completely adequate to do the job). As with all children, all safety rules must be strictly enforced.

Teach the use of the saw motions by guiding at first. If quite a bit of sawing is to be done, driving two longer sticks into the ground in an "x" shape, as a saddle for a block of wood, will aid in steadying the wood while sawing. Lay the wood to be cut across the top of the "x" where the sticks cross.

The Scout should prepare a generous supply of good kindling and cooking fuel for a complete meal beforehand. When making fine kindling with the knife or ax, collecting it in a can or paper bag helps in keeping track of it as it is made.

The "lean-to" fire with the stick firmly angled in the ground helps in orienting the exact location to build the fire. Verbally guide the Scout in laying this fire. If necessary, guide his hands a little, but do not place or move any of the wood for him. The Scout should place the tinder in position where it will ignite the next larger kindling. Then he should hold the matchbox or stone so that resting on his elbow, he can strike the match and have the match in position with only a wrist movement. Have him practice the match position without scratching so that when the match is lighted it will be just under the tinder so the flames can lick up through it. He needs to know what the flame is going to do so he is not afraid.

These camping activities must be carried out at a slow pace if the boy is to learn the work himself. Sometimes a blind Scout fears getting burned and needs to light a few matches and hold them lit before he tries to light one under wood. He needs to know what the flame is going to do so he is not afraid. Respect is not to be confused with

fear. Respect of the fire is important and should be taught.

Feeling with a stick for the rocks around a fireplace or the sticks pounded into the ground to mark the fire area and then holding his hand above the fire help the boy to locate the greatest heat and make it quite simple after practice for him to know when to add wood and just where to place it. Mastering the art of preparing and lighting a fire with a few matches and learning when and where to place food to cook take much time and practice, but the satisfaction and self-confidence this gives to the visually handicapped boy make it well worthwhile.

Include teaching the use of charcoal. Here is one good way to start charcoal without kindling or lighter fluid:

Remove both ends of a No. 10 can. Set the can on a couple of stones, sticks, or charcoal pieces so that there is an inch or two of air space beneath the edges of the can. Loosely crumple only one double wide sheet of newspaper inside the can so that the can is full of the loosely crumpled paper. Lay one or two layers of charcoal on the top of the paper in the can. Light the paper at the bottom of the can. When the paper is burned, the charcoal should be burning and the can can be moved out of the way. Add more charcoal as needed.

Notice that the handbook mentions cooking in the kitchen. It is important that the visually handicapped Scout gets experience in a kitchen first. He should learn that he can put one hand on a frying hamburger, slide a spatula under it, and turn it over without burning himself. Overcoming fear of the heat may take several experiences.

Actually, cooking a few simple things on the kitchen stove makes the coping with firewood, flames, smoke, and keeping things out of the dirt around the campfire more fun. When food is to be cooked in aluminum foil out camping, take some Scout meeting time to teach how to fold the foil so juices are sealed in securely and the package can be turned over while cooking without losing the contents.

Good quality food should be used so the finished product will be tasty. The blind Scout can prepare and pack the food for his cooking in a kitchen just before starting on the

camping trip. Hamburgers, steak, chicken, or fish can be dabbed with butter, sprinkled with salt and pepper, and wrapped in aluminum foil for fast and good results. The boy must learn to wrap well and fold the foil so the packages are securely sealed. He can also wrap salted corn on the cob, scrubbed potatoes, and cored apples with a wet paper towel to prevent burning, before putting them in aluminum foil.

Considerable practice is required to place a frying pan, can of water, or foil-wrapped food on the fire and to remove it. Cotton work gloves can be used as pot holders. Improvising a grate for a level cooking surface makes cooking easier. Placing stones around the grate is helpful in giving a definite boundary for the fire. Learning to keep the cooking fire at an even heat will make it possible to time the cooking so that food will be well cooked and not burned.

Frequent "hand thermometer" checks will enable the Scout to know when and where to feed the fire or move the food. Thoroughly teach the use of the "hand thermometer" to estimate heat, as the *Scout Handbook* explains on page 262. Blind Scouts have become good cooks, knowing and maintaining the correct heat and timing. It takes much experience in the kitchen and over a campfire before real independence is achieved. Many blind adults cook for themselves and their families.

Teach the Scout to plan for the tools and utensils he will need to prepare a simple meal and adequate campsite. Neatness and orderliness are essential in helping visually handicapped Scouts know where to find the things they need. Paper or plastic bags may be used for mixing, clean sticks for stirring, foil and tin cans for pans in order to keep dishwashing and cleanup to a minimum. Rubbing the outside of cooking pans with wet soap before placing them on the fire will speed the removal of smoke and soot afterward. Cleanliness must be stressed particularly, since a boy without sight may not realize how dirty you get working around a campfire. Fingers can be more accurate than the eyes in dishwashing, especially when food sticks.

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A blind Scout extinguishes a fire the same way it is done by a sighted person. Hearing the sizzle when water is applied is fascinating. Drowning the fire is continued until a careful hand test proves it is cold out.

Environment Skill Award

Sound is the easiest way for a visually handicapped boy to identify wildlife. He can learn to identify birdcalls, records of which are available for study (see "Appendix"). With training, the presence of some animals, however, may be detected by smell. Trips to museums can help him to identify birds and animals. Leaf and bark collections help identify trees by touch and odors. The feel of the bark, leaves, flowers, fruit, and seeds, together with their arrangement, can give the blind Scout a good indication of a tree or shrub's identification. Pinching a leaf or stem often brings out the odor of a particular plant. The sense of taste also may be used where it is practical. Remember that the season of the year changes the texture, taste, and odor of plants, as well as their visual appearance.

Many blind Scouts enjoy fishing, and fish can be identified by touch. The boy should feel the fish from the head toward the tail to prevent his being stuck by a sharp fin. A shell collection will help with identification of shellfish.

Help the blind Scout make plaster of paris models of bird and animal tracks. Help him mix plaster and water to a creamy consistency so that it can be poured gently into the track. When the plaster hardens, it can be removed and the boy can inspect it tactually. This model may also be used to make new tracks by pushing it into clay or soft dirt. An isolated track is quite meaningless to a blind boy without a concept of the creature that made it. Do not take for granted that the blind Scout knows the size and form of wildlife. Get his hands on museum specimens or live creatures with similar size and form; a visit to the museum with an adult can give him firsthand experience with animals and birds and their characteristics. An adult with one or two boys can usually arrange a time with the cura-

tor of a museum so that the blind Scout can carefully examine the animals and birds tactually. You must be sure he is careful not to damage the specimens. If he moves his hands slowly from head to tail, he will not damage fur or feathers. Slide the Scout's hands over the general contours, then allow him freedom to examine the creature without interference of his movements (unless he becomes careless). As his hands move over the specimen, mention the colorations. Compare the specimen to animals that are somewhat similar in coloration, form, or texture. In hunting season, freshly killed wildlife can be examined and their wing, body movements, and postures demonstrated.

When studying weather use Braille and large-print thermometers, barometers, etc. Braille rulers or notched sticks can measure the depth of water in the rain gauge. Recorded radio and TV reports as well as recorded or Brailled magazines can aid in studying and displaying evidence of environmental problems. Teach him to learn to use the telephone to secure weather and environmental information.

Several of the requirements for this skill award may be done by the visually handicapped Scout without special adaptation (remember "see" means "observe").

Conservation Skill Award

See Environment skill award. A Scout can participate in ecology projects such as preparing cans, bottles, etc., for recycling as well as helping with tree planting and other conservation projects. Working with a sighted buddy, the Scout who is blind can do his equal share of planting, digging, carrying, etc., so that at the end of the day he feels tired with an honest sense of accomplishment.

Where a drawing is required, Braille words on small cards, arranged in the proper position, along with an explanation by the Scout should indicate his understanding.

Physical Fitness Skill Award

There should be no problems in the fitness tests since the boy establishes his ability on the first test and then repeats this effort each day for 30 days. Retesting is just for fun to see whether there was improvement. It has nothing to do with completing the tests for the award.

Care must be taken to be sure the running is done in a safe area with another person running alongside for guidance.

Swimming Skill Award

While there is nothing in the swimming requirements that a healthy blind Scout cannot accomplish, care must be taken to orient him to the swim area. He should have a thorough understanding of obstacles, depths, and boundaries. A Scout may need to observe by feeling another person make proper arm and leg movements. Have another person physically move the arms and legs of the Scout who is learning proper form. One radio playing on the dock or edge of the pool aids in knowing the direction to safety. A father who is blind rescued his 2-year-old child from the bottom of his swimming pool, gave mouth-to-mouth breathing, and saved the child's life. Skill can be acquired.

Progress Awards

Old-timers will recognize the progress awards as the old ranks in Scouting. The names are the same: Tenderfoot, Second Class, First Class, Star, Life, and Eagle; but the requirements for earning them are quite different. Progress awards through First Class are earned by qualifying for named combinations of skill awards and merit badges plus activity in troop and patrol, Scout spirit, and participation in a personal growth agreement conference with the Scoutmaster. For Star, Life, and Eagle, skill awards are not utilized for advancement, and in addition to the other items listed earlier, a boy must give leadership.

There are sufficient options in the required merit badges that a boy with a visual handicap should be able to achieve Eagle by selection of the merit badges he uses.

Merit Badges

Most of the merit badges are extensions of the elementary skills previously discussed in this pamphlet. A blind Scout cannot earn every merit badge. Neither can the sighted Scout.

Chapter 6
ADDITIONAL OPPORTUNITIES

Visually handicapped Scouts have taken the regular 10-day pack trip through the rugged mountains of Philmont, Cimarron, N. Mex. The Tooth of Time has been climbed by a totally blind person, and many other high-adventure activities have been fully participated in by visually handicapped Scouts. At jamborees these boys have shot on the archery range and run the obstacle course.

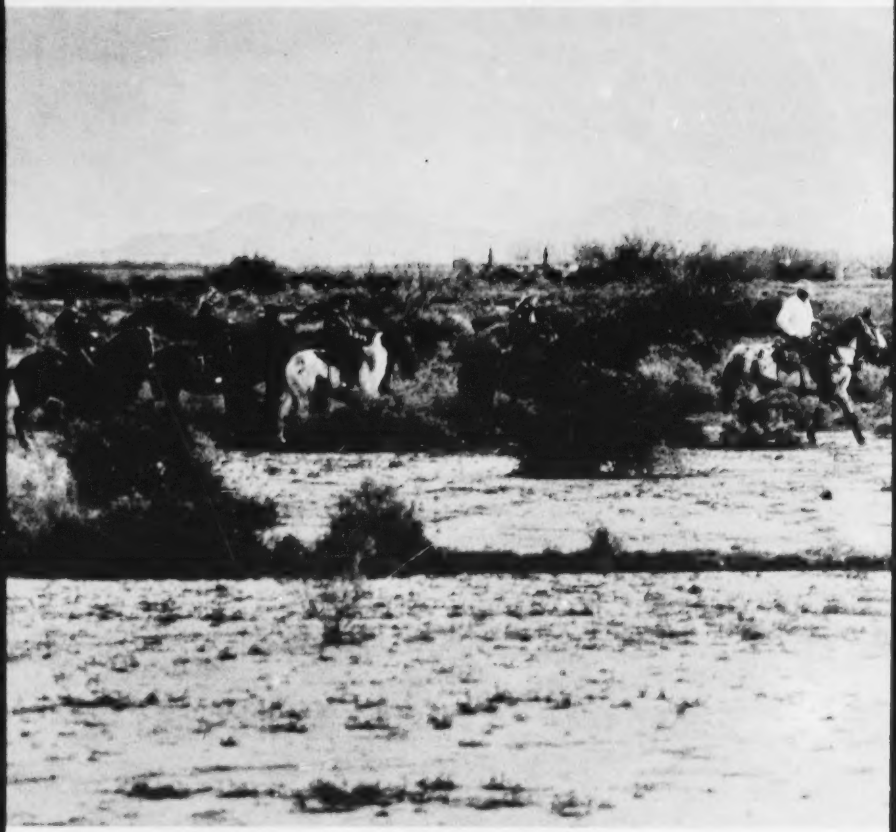
Every sighted Scout cannot do every Scout activity, neither can every visually handicapped Scout do every activity. Please don't rule out the activity because you don't think the Scout can do it. Ask the boy how he thinks he can do it. Talk to others in the field; don't grab for the negative, but concentrate on the positive. Try related activities with the Scout. If you must finally say "no," say it only for right now, giving the Scout an opportunity to develop his skills and strengths for another chance to be considered in the future. Many blind Scouts and blind adults are doing things every day in their regular activities that seem totally impossible even to other visually handicapped persons. Make no promises, except that you will help and encourage the Scout who is visually handicapped to try and try again and again.

Religious Emblems Program

Scouts who are blind have earned the religious awards. Be sure the religious leaders working with the Scouts understand the potential capabilities of the Scout in doing the specific requirements of the award. Religious books are available in Braille and recorded form at low cost. The Bible on cassette, disc, and large-type edition as well as Braille is available in various modern editions as well as King James. Cassettes may range from as low as 45 cents for one chapter of the Bible to $35 for the complete New Testament and Psalms. However, scriptures may be provided free to those unable to pay for them. For complete information, contact American Bible Society, 1865 Broadway, New York, N.Y. 10023.

Organized Group Activities

Order of the Arrow, work parties, Indian dances, national meetings, and advancement in the degrees have been fully participated in by Scouts who are visually handicapped. Being a den chief, Explorer, attending regional and national jamborees and camps, completing the mile swim, 50- to 80-mile mountain pack trips, interpreter, Historic Trails, etc., give Scouts who are visually handicapped



excellent opportunities to be a part of the whole gamut of Scouting experiences. These opportunities to be of service to others and to improve skills, self-image, and character and develop friendships are invaluable to a visually handicapped boy.

No One Way

There is no one way to conquer the challenges of Scouting, unless it is with an open mind and diligent, persistent effort until each task is accomplished.

APPENDIX

Sources of equipment and materials:

The American Foundation for the Blind
15 West 16th St.
New York, N.Y. 10011
AFB audible compass
Directional compass
Other aids, games, bowling rail etc.

The American Printing House for the Blind
1839 Frankfort Ave.
Box 6085
Louisville, Ky. 40206
Eighth edition of *Scout Handbook* in Braille
Eighth edition of *Scout Handbook* in large type
Eighth edition of *Scout Handbook* on six cassettes
Tools, aids, and games

How Press of Perkins School for the Blind
175 North Beacon St.
Watertown, Mass. 02172
Aids and games (such as jigsaw dominoes)

Library of Congress
Division for the Blind and Physically Handicapped
1291 Taylor St. NW.
Washington, D.C. 20542
There are divisional libraries throughout the U.S. which have many children's stories on disc, reel tape, and cassette, free on loan, including bird calls and songs.
Record players and/or cassette players are free on loan to blind or physically handicapped persons.
The eighth edition of the *Scout Handbook* in Braille and on six cassettes are available on loan free.
Many merit badge pamphlets are available recorded.

Hadley School for the Blind
700 Elm St.
Winnetka, Ill. 60093
Correspondence courses in Braille and on reel tape and cassette in numerous subjects, such as foreign languages, amateur radio, etc.

Clovernook Printing House for the Blind
700 Hamilton Ave.
Cincinnati, Ohio 45231
Boys' Life in Braille

Write for catalogs from these sources.

Remember, many of the things you need (rulers, flags, maps, aids, etc.) may be already available in the Scout's school. Ask the cooperation of the Scout's teacher.